



Creation Lab

EDUCATOR GUIDE 9-12



ABOUT

SARASOTA ART MUSEUM

Sarasota Art Museum is a kunsthalle, an art museum without a permanent collection, making every visit **fresh and unique**, and providing visitors with the opportunity to access the most current artworks and artists of our time.

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Sarasota Art Museum is a catalyst for appreciation and understanding of the art of our time. As a platform for education, exposure and experimentation, the Museum inspires new ideas and new ways of being through an endless rotation of transformative, relevant, and pioneering exhibitions and programs designed to elevate and empower all by cultivating discerning visual thinkers and ethical citizens.

The Museum is a place where you will have immersive experiences with the work of contemporary artists, foster creative thinking with your curriculum, and explore new ideas to stimulate your students' talents and curiosity as well as your own.

**During your school tour,
your group will be invited to**

- understand new ways of observing
- participate in thought-provoking conversations
- learn about the artists and their perspectives





The Educator’s Guide is designed as a resource to facilitate the exploration of artistic concepts with high school students before and after their museum visit.

Through these open activities and questions, your students are encouraged to observe closely and think critically, so they can express their ideas confidently and creatively about any work of art.

Our visits and resources are carefully designed to inspire curiosity, imagination, and understanding, as well as cultivate in our little learners an appreciation for contemporary art.

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**Creation Lab is a series of visits that brings interdisciplinary connections between Visual Art and English Language Arts. The activities are compatible with Florida curriculum standards.*

LEARNING INTENTIONS

Explore elements of art

and the relationship between color, shape, size, and space in artworks.

Develop language

by expanding their vocabulary and expressing their ideas about art fluently and imaginatively.

Develop visual literacy

and critical thinking skills through collective reflection and interpretation.





Suggested discussion and activity to explore with your students.

At the museum the group will explore site-specific art installations, artworks that were created by the artists responding to different spaces throughout the museum. We learn about art and experience it through different formats; we are constantly surrounded by art images and have instant access to their meaning, the artist's background and statements. Each way of experiencing art may bring different perspectives, seeing art in a museum context, allows us to create a physical connection, discover textures, colors, shades, shadows that otherwise will only be a reference. Having your students reflect on different ways of looking at art will prepare them for an enhanced sensory experience during their visit.

SUGGESTED ACTIVITY

Ask your students to:

- Students will find an image of a famous contemporary artwork, and learn about the meaning, the materials the artist used, and the dimension of the piece (suggest anything after 2000 as a time frame for this project).
- With the dimensions in mind, students will find a place in school where they could exhibit and appropriately fit the artwork.
- Students will take a picture of the selected space and print it as well as a scaled image of the selected work and place them accordingly.

DISCUSSION: WHERE DO YOU SEE ART?

- Ask students to create a list of places and mediums they see art. (e.g. books, screens, someone's house, art galleries and art fairs, museums, etc.)

Ask them to compare and contrast:

- How long do they usually spend looking at the artwork on those instances?
- How do they describe the physical interaction, what senses do they use, what's their physical posture? And how does that affect their experience?
- What elements of their engagement contribute to a meaningful experience with the artwork?

REFLECTING QUESTIONS.

- What elements of the artwork drew you to choose that specific artwork?
- Where is the artwork currently located?
- What were the main criteria to select the space for the specific artwork?
- What elements of the space did you consider?
- Did the use of the space was part of the decision-making?
- What connections did you make between the space and the artwork?
- How do you think placing the artwork in a high school could affect the artwork's intention or meaning?



Abstract Art

A term generally used to describe art that is not representational or based on physical, observable reality. .



Juxtaposition

An act of placing things close together or side by side for comparison or contrast



Installation

The term installation art is used to describe large-scale, mixed-media constructions, often designed for a specific place or for a temporary period of time. What makes installation art different from sculpture or other traditional art forms is that it is a complete unified experience, rather than a display of separate, individual artworks.



Site Specific

As a site-specific work of art is designed for a specific location, if removed from that location it loses all or a substantial part of its meaning. The term site-specific is often used in relation to installation art, as in site-specific installation.

AT THE MUSEUM

During a guided tour, students will be invited to observe, describe and discuss. You can use the same steps in a self guided visit to inspire active observation and engaging conversations.



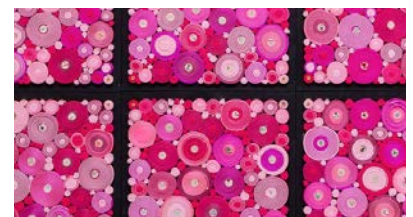
Observe

Allow time to slowly and carefully look at the works of art.



Describe

Describe and share what they see and go back to the art to find even more.



Participate

Engage in conversations, guided through open ended questions that will prompt them to share what they think and to use the learnt vocabulary to expand the discussion.



Explore with your students through the suggested art making activity and inquiry questions what they learned at the museum through a guided discussion to help them unfold the layers of the work.

ACTIVITY

Based on a specific memory, students will tap into their unique experience and connections they created with the art they saw. Working on a visual reflection will allow them to observe again and focus on the elements that inspired a personal connection. Contrasting their connection with the artist' intention allows them to see different perspectives and expand their point of view.

Instructions

- Ask your students to choose one of the art works they engaged with at the museum.
- Ask them to reproduce a segment of the artwork using materials, textures and colors of their choice in an 8 x 11" format.
- Have them print the segment the same size.
- Ask them to explain their choices in contrast with the artist's choices.

REFLECTING QUESTIONS.

- How did you decide on that specific segment?
- Did you base your reproduction on the visual elements or did you use background or interpretation as well? Explain.
- How does your version reflect or transform the original intention?
- Would you consider your piece a work of art? Explain why or why not.

about the museum

- What did you first notice about the museum?
- How would you describe the museum's building?
- What elements of the architecture stood out for you?
- How did the space make you feel?
- How would you compare it to other art spaces you have visited?
- What drew your attention from inside the building?
- What drew your attention about the outside of the building?
- How did the people make you feel?

about works of art

- What was appealing to you? Did you find anything unusual or something you've never seen before? What techniques did you see? What emotions did the art make you feel?
- What are the skills the artist used to create the artwork? What do you think was the artist's intention? What elements of the art contributed to that intention? How does the background of the artists reflect on their work?
- What techniques did you see? Where was the art exhibited in the museum? Why do you think the artist chose that specific place in the museum? Would you have chosen a different one?
- What personal connection can you make with the art?



Sarasota Art Museum guided school tours support Florida educational standards by exploring ideas relevant to the Visual Art, and English Language Arts (B.E.S.T.).



ENGLISH LANGUAGE ARTS (B.E.S.T.)

ELA.910.C.2.1

Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

ELA.1112.C.2.1

Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.

VISUAL ART

VA.912.C.3.1

Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

VA.912.C.3.2

Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."

*Educators may address specific standards in their classrooms according to grade-appropriate levels.

ADDITIONAL RESOURCES

About Jose Alvarez

Norton Museum of Art | In Conversation with Jose Alvarez, 2021. https://youtu.be/GrqEk1_bz7c
Avlak Gallery, LA. <https://www.gavlakgallery.com/artists/jose-alvarez-dopa>

About Odili Odita

<https://www.odilidonaldodita.com/index.html>
<https://www.odilidonaldodita.com/statements/index.html>
<https://www.youtube.com/watch?v=n7TDTztRbcU>

About Leah Rosenberg

<http://www.leahrosenberg.com/bio>
https://www.ted.com/talks/leah_rosenberg_the_language_of_color

About Christian Sampson

Life in Motion – Culture City. SRQ Magazine article by Dylan Campbell, August 27, 2022.
<https://darik.news/florida/life-in-motion-culture-city-srq-magazine-article-by-dylan-campbell/719201.html>

Tools for teachers to create connections between works of art and the curriculum

Artful Thinking Routines by Project Zero.
Harvard University. <http://www.pz.harvard.edu/projects/artful-thinking>

Art Vocabulary

MoMA. Glossary of Art Terms https://www.moma.org/learn/moma_learning/glossary/
Tate Gallery. Art Terms <https://www.tate.org.uk/art/art-terms>